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ABSTRACT

This document describes a project to develop an instrument for the assessment of the guidance and affective needs of special education students. The needs assessment instruments, contained in the appendices, are presented: the primary grade level "What Do You Think" inventory to assess school, family, self, and peer concerns; and the "Concerns I Have" instrument for fourth through eighth grade students to assess self, peer, school, family, and career and decision-making concerns. Findings from the administration of these instruments to both different categories of special education students and regular classroom students are presented in tabular form. An elementary school developmental guidance program is discussed in terms of goal setting, needs assessment, prioritizing, objectives, implementation, and evaluation. (NRB)

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ASSESSING GUIDANCE NEEDS OF HANDICAPPED/SPECIAL STUDENTS

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Assessing Guidance Needs of Handicapped/Special Students

Dr. Raymond Morley, Consultant for Special Needs Vocation Programs of the Iowa D.P.I. in an October 1979 publication entitled Guidance and Counseling Practices With Mentally Retarded Youth commented on a D.P.I. survey of Iowa school counselors relative to their involvement in working with handicapped youth: "Students in special education receive less help than non-special education students in the following counseling activities: vocational planning, improvement of work habits, awareness of self in relation to employment opportunities, values clarification, understanding school rules, interpersonal communication, administration and interpretation of interest and achievement tests, career exploration and job seeking skills instruction, and placement in jobs or training."

The need for counselors to provide guidance services to special education students is well accepted. Exactly what services, however, is not totally agreed upon. An important consideration has to be centered around what the special students themselves see as their needs or concerns that counselors could assist them with.

Janet Heddesheimer in her book, Managing Elementary School Guidance Programs, contended that for school guidance programs to be effective they must be based on an understanding of the guidance needs and resources of the setting.

Assessing the needs of special students allows counselors to view the perceptions of students and compare them to perceptions of teachers, parents and administrators. Once these guidance or affective needs are know, then specific objectives of the guidance program can be established. Activities can be developed to meet these objectives and evaluation and accountability determined.

In searching the literature, little information is found relative to instruments,

questionnaires, or surveys that are effective tools in assessing the affective or guidance needs of special education students. This project is designed to help fill that void.

A major objective of this project has been to develop an instrument that will assess the guidance or affective needs of special education students. General categories included in the intermediate and junior high instrument are: self concerns, peer concerns, school or academic-related concerns, home and family concerns, and career and decision-making concerns. The primary grade level instrument includes the categories of: school concerns, home and family concerns, self concerns, and peer concerns.

These instruments provide one method of gathering data which should be useful in establishing priorities for the guidance program as it relates to special students.

It is a technique that should be useful in identifying the unique needs of special students in the school setting. It will be helpful in getting at the question of what the guidance department should be doing to help the special student.

The needs assessment instruments were administered to several different categories of special education students and an appropriate sample of non-special education (control) students to determine if there are differences in the affective needs of the two populations. Results of this research will be shared during the presentation.

The Needs Assessment Instruments

The first instrument identified here entitled "What Do You Think?" was developed to be used with students at the primary level. (Grades 1, 2, and 3). The terms "I often think about this;" "I sometimes think about this;" and "I never think about this;" were used because it was felt that children at these age levels could better relate to this concept than one stating "I need to ..." or "A big concern for me."

The following instructions were given to the classroom teacher or counselor who was to administer the instrument to either special education students or those in the control group:

> The attached instrument is an attempt to assess how primary grade youngsters feel about concerns or needs that they have. The four general areas covered are (1) school related concerns; (2) home and family concerns; (3) self concerns; and (4) peer concerns.
>
> It is hoped that an assessment of these needs will aid the guidance department in making program plans.
>
> You are asked to read the items on this inventory or instrument to the students in your class. After you read a statement, the students are asked to put an X in the appropriate square or circle. They should use the headings above each square or circle as a guide-line for their response. For example, if the concern or problem is big or it occurs very often, the student should mark the largest square to the right of the statement. If it is of no concern, the student should mark the circle at the far right.

For our purpose in establishing guidance program priorities, we combined the responses "I often think about this," and "I sometimes think about this" and considered either to be a need of students who marked them as such.

The general categories of the primary grade level or "What Do You Think?" instrument are: school concerns (items 1, 6, 11, 13, 16, 18, 24, 31, and 32); home and family concerns (items 7, 17, 21, 27, 29, 30, and 34); self concerns (items 3, 4, 8, 9, 14, 19, 20, 23, 25, and 28); peer concerns (items 2, 5, 10, 12, 15, 22, 26, and 33).

The second instrument which is entitled "Concerns I Have" has been developed for use with students in grades four through eight. The responses of "A big concern for me," "Sometimes a concern for me," "A small concern for me," and "Not a concern for me" were chosen because it was felt that students could better relate to the concept of "concerns" as opposed to "needs." As in the primary grade level instrument, we combined the responses in the first two columns, "a big concern for me," and "sometimes a concern for me" and considered either to be a need of those students who marked them as such.

The general categories of the intermediate - junior high level or "Concerns I Have" instrument are: self concerns (items 2, 5, 9, 13, 14, 18, 20, 22, 23, 27, 30, 31, 36, 39, and 44); peer concerns (items 1, 3, 6, 11, 15, 24, 33, 37, 41, 47 and 50); school related concerns (items 4, 7, 12, 16, 21, 25, 28, 29, 34, 38, and 42); home and family concerns (items 8, 17, 26, 35, 43, 45, 46, and 49); career and decision making concerns (items 10, 19, 32, 40, and 48).

THE RESULTS OF STUDY COMPARING NEEDS OF SPECIAL EDUCATION STUDENTS AND AN EQUIVELENT NUMBER OF CONTROL STUDENTS CHOSEN FROM REGULAR CLASSES

Handicapped/Special Students Classrooms Involved in Study

Primary Rooms (Grades 1, 2, and 3)

1 Learning Disabled classroom

1 Emotionally Disabled classroom

3 Resource classrooms

Intermediate Rooms (Grades 4, 5, and 6)

1 Learning Disabled classroom

1 Emotionally Disabled classroom

1 Mentally Disabled classroom

3 Resource classrooms

Junior High Rooms (Grades 7 and 8)

1 Learning Disabled class with integration

1 Mentally Disabled classroom

1 Learning Disabled Resource classroom

1 Emotionally Disabled Resource classroom

Primary Grade Level Summary of (1, 2, & 3) Concerns

TOTALS

Percentage of Children Marking Each Item	Special Needs Group Combined % of students who either <u>often</u> or <u>sometimes</u> think about this	Control Group Combined % of students who either <u>often</u> or <u>sometimes</u> think about this
1. School is too strict	62	72
2. I am afraid to talk in class in front of the other kids.	28	59
3. I think other boys and girls are better than me.	38	72
4. I wish I could tell others how I feel.	83	82
5. Other kids don't listen to me.	61	74
6. I am afraid of failing in my school work.	69	60
7. I wish my parents understood me better.	56	67
8. I often feel lonesome.	56	80
9. I wish I felt better about myself.	69	51
10. I wish I had more friends.	67	65
11. I feel like giving up in school.	27	43
12. I get in fights too often.	66	55
13. Other kids don't think that I am a good worker in school.	52	47
14. I would like to change the way I look.	48	62
15. I would like to know why people get mad at me.	66	73

Percentage of Children Marking Each Item	Special Needs Group Primary Combined % of students who either <u>often</u> or <u>sometimes</u> think about this	Control Group Combined % of students who either <u>often</u> or <u>sometimes</u> think about this
16. School is boring for me.	68	67
17. I think my parents are worried about me.	70	49
18. I don't like school very much.	61	53
19. My feelings are too easily hurt.	46	59
20. I am afraid of making mistakes	66	68
21. I can't get along with my brother/sister.	71	80
22. I need to learn how to make friends.	58	62
23. Most kids are better liked than I am.	60	74
24. I am not doing as well in school as I can.	42	50
25. I am afraid of making mistakes.	72	77
26. The kids in school pick on me.	57	60
27. I seldom have fun with my family.	59	58
28. To me the thought of death is frightening.	56	85
29. My parents expect too much of me.	62	44
30. I wish my parents wouldn't get mad at me so much.	47	77
31. School is never fun.	39	52
32. I'd like to be a better listener.	71	55
33. Other students are mean to me.	40	46
34. It bothers me that my parents are divorced.	29	28

Summary of Intermediate Grade Level (4, 5, & 6) Concerns

TOTALS

Percentage of Students Marking Each Item	Special Needs Group Combined % of students who marked either a big concern or sometimes a concern for me	Control Group Combined % of students who marked either a big concern or sometimes a concern for me
1. I wish I would talk more in a group.	57	27
2. Other boys and girls are better than me.	41	30
3. Other kids don't listen to me.	37	39
4. Other kids make fun of my school work.	37	25
5. I often feel lonesome.	43	40
6. I wish I could tell others how I feel.	45	52
7. I am afraid of failing in my classwork.	41	53
8. I wish my parents understood me better.	45	40
9. I wish I felt better about myself.	36	38
10. I don't know what I want to do for a job or career.	41	31
11. I wish I had more friends.	47	40
12. I don't feel comfortable in my class.	27	21
13. I worry about many things.	46	36
14. It is hard for me to talk about my problems.	50	65
15. I get in fights too often.	28	14
16. Other kids in class don't think I am a good worker.	30	22

Percentage of students Marking Each Item	Special Needs Group Intermediate Combined % of students who marked either a big concern or sometimes a concern for me	Control Group Combined % of students who marked either a big concern or sometimes a concern for me
17. It bothers me that my parents are divorced.	23	29
18. I would like to change many things about myself.	43	26
19. I need to know more about a job or career.	58	31
20 Most people don't understand me.	31	39
21. I am/was worried about going into junior high.	51	30
22. I wish I were not so overweight/underweight. (Underline one if it is a problem.)	24	30
23. I wish I were not so tall/short. (Underline one if it is a problem.)	25	26
24. I would like to know why people get mad at me.	46	48
25. School is boring for me.	48	38
26. I need to talk to someone about my family.	21	11
27. I don't like being so clumsy and awkward.	28	19
28. I'd like to be a better listener in school.	50	33
29. I often feel like giving up in school.	47	28
30. My feelings are too easily hurt.	41	31
31. I am afraid of making mistakes.	50	27
32. I need to know how to get a part time job when I'm older.	44	23

Percentage of students Marking Each Item	Special Needs Group Intermediate	Control Group
	Combined % of students who marked either a big concern or sometimes a concern for me	Combined % of students who marked either a big concern or sometimes a concern for me
33. I need to learn how to make friends.	39	27
34. I wish my teachers were friendlier.	27	22
35. I can't get along with my brother (sister).	55	29
36. I wish I wouldn't take things that don't belong to me.	27	6
37. I need to learn how to talk to other kids in a group.	38	31
38. I am not doing as well in school as I can.	39	29
39. Most kids are better liked than I am.	47	45
40. I wish I could make better decisions.	44	31
41. Other kids are often mean to me.	45	26
42. School is never fun.	25	18
43. I seldom have fun with my family.	26	20
44. The thought of death upsets me very much.	49	55
45. I would like to be more important to my family.	38	25
46. Only having one parent bothers me.	18	34
47. Other kids call me names.	42	27
48. I want to chose a career that is very important.	48	38
49. My family expects too much of me.	32	18
50. I often get into fights.	36	16

Summary of Junior High (7th and 8th Graders) Concerns
TOTALS

Percentage of Students Marking Each Item	Special Needs Group	Control Group
	Combined % of students who marked either a big concern or sometimes a concern for me	Combined % of students who marked either a big concern or sometimes a concern for me
1. I wish I would talk more in a group.	51	39
2. Other boys and girls are better than me.	44	51
3. Other kids don't listen to me.	40	30
4. Other kids make fun of my school work.	29	20
5. I often feel lonesome.	32	27
6. I wish I could tell others how I feel.	50	35
7. I am afraid of failing in my classwork.	58	63
8. I wish my parents understood me better.	35	48
9. I wish I felt better about myself.	41	28
10. I don't know what I want to do for a job or career.	31	39
11. I wish I had more friends.	47	39
12. I don't feel comfortable in my class.	32	11
13. I worry about many things.	43	35
14. It is hard for me to talk about my problems.	43	43
15. I get in fights too often.	25	16
16. Other kids in class don't think I am a good worker.	28	16

12.

Percentage of Students Marking Each Item	Special Needs Group Junior High Combined % of students who marked either a big concern or sometimes a concern for me	Control Group Combined % of students who marked either a big concern or sometimes a concern for me
17. It bothers me that my parents are divorced.	24	11
18. I would like to change many things about myself.	49	54
19. I need to know more about a job or career.	46	53
20. Most people don't understand me.	30	25
21. I am/was worried about going into junior high.	39	49
22. I wish I were not so overweight/underweight. (Underline one if it is a problem.)	42	32
23. I wish I were not so tall/short. (Underline one if it is a problem.)	34	20
24. I would like to know why people get mad at me.	43	37
25. School is boring for me.	40	47
26. I need to talk to someone about my family.	4	2
27. I don't like being so clumsy and awkward.	9	17
28. I'd like to be a better listener in school.	54	48
29. I often feel like giving up in school.	44	40
30. My feelings are too easily hurt.	45	35
31. I am afraid of making mistakes.	56	33
32. I need to know how to get a part time job when I'm older.	42	48
33. I need to learn how to make friends.	44	30

Percentage of Students Marking Each Item	Special Needs Group Junior High Combined % of students who marked either a big concern or sometimes a concern for me	Control Group Combined % of students who marked either a big concern or sometimes a concern for me
34. I wish my teachers were friendlier.	46	45
35. I can't get along with my brother (sister).	40	45
36. I wish I wouldn't take things that don't belong to me.	21	2
37. I need to learn how to talk to other kids in a group.	31	29
38. I am not doing as well in school as I can.	48	59
39. Most kids are better liked than I am.	39	38
40. I wish I could make better decisions.	31	38
41. Other kids are often mean to me.	37	25
42. School is never fun.	27	45
43. I seldom have fun with my family.	19	14
44. The thought of death upsets me very much.	41	40
45. I would like to be more important to my family.	33	27
46. Only having one parent bothers me.	11	7
47. Other kids call me names.	38	25
48. I want to chose a career that is very important.	38	53
49. My family expects too much of me.	24	35
50. I often get into fights.	31	14

Summary of General Categories of Needs Assessment Instrument

Primary grade level instrument item numbers associated with each of the categories are:

School Concerns - 1, 6, 11, 13, 16, 18, 24, 31, and 32.

Home and Family Concerns - 7, 17, 21, 27, 29, 30, and 34.

Self Concerns - 3, 4, 8, 9, 14, 19, 20, 23, 25, and 28.

Peer Concerns - 2, 5, 10, 12, 15, 22, 26, and 33.

Combined percent of 1st, 2nd, and 3rd graders who marked either "I don't think about this" or "I sometimes think about this."

	All 1st, 2nd, & 3rd grade Special Needs Students	All 1st, 2nd, 3rd grade Control Students
School Concerns	55%	55%
Home Concerns	57%	58%
Self Concerns	59%	71%
Peer Concerns	55%	62%

Summary of General Categories of Needs Assessment Instrument

Intermediate - junior high instrument item numbers associated with each of the categories are:

Self Concerns - 2, 5, 9, 13, 14, 18, 20, 22, 23, 27, 30, 31, 36, 39, and 44.

Peer Concerns - 1, 3, 6, 11, 15, 24, 33, 37, 41, 47, and 50.

School Related Concerns - 4, 7, 12, 16, 21, 25, 28, 29, 34, 38, and 42.

Home and Family Concerns - 8, 17, 26, 35, 43, 45, 46, and 49.

Career and Decision Making Concerns - 10, 19, 32, 40, and 48.

Combined percent of 4th, 5th, and 6th graders who marked either a big concern or sometimes a concern for me.

	All 4th, 5th, and 6th Grade Special Needs Students	All 4th, 5th, and 6th Grade Control Students
Self Concerns	41%	39%
Peer Concerns	42%	29%
School Related Concerns	38%	29%
Home and Family Concerns	32%	26%
Career and Decision Making Concerns	47%	31%

Summary of General Categories of Needs Assessment Instrument

Intermediate - junior high instrument item numbers associated with each of the categories are:

Self Concerns - 2, 5, 9, 13, 14, 18, 20, 22, 23, 27, 30, 31, 36, 39, and 44.

Peer Concerns - 1, 3, 6, 11, 15, 24, 33, 37, 41, 47, and 50.

School Related Concerns - 4, 7, 12, 16, 21, 25, 28, 29, 34, 38, and 42.

Home and Family Concerns - 8, 17, 26, 35, 43, 45, 46, and 49.

Career and Decision Making Concerns - 10, 19, 32, 40, and 48.

Combined percent of 7th and 8th graders who marked either a big concern or sometimes a concern for me.

	All 7th & 8th grade Special Needs Students	All 7th and 8th grade Control Students
Self Concerns	40%	31%
Peer Concerns	42%	27%
School Related Concerns	42%	40%
Home and Family Concerns	24%	24%
Career and Decision Making Concerns	38%	48%

NEEDS ASSESSMENT FOR AN ELEMENTARY SCHOOL DEVELOPMENTAL GUIDANCE PROGRAM

Betty Strub, Elementary School Instructor
and
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Each year there are more and more cries for accountability of school services by parents, boards of education, superintendents, and legislators. As money is appropriated and made available for education, there is more emphasis on "how" the money is being used. Taking into consideration the federal funding cuts, and declining enrollments, the local taxpayers are interested in being able to see what their additional investment is producing. This requires planning and foresight on the part of educators.

Planning of programs has been used in the business and industrial areas for many years. It has been considered an integral part of their business management. Only recently has it been used in the field of education and guidance in particular. A good working definition of planning in education was given by Brieve and Johnston (1973) when they stated:

> "Educational planning is the exercising of foresight in determining policy, priorities, and costs of an educational system, having due regard for economic and political realities, for the system's potential for growth, and for the needs of the county (district or state) and of the pupils served by the system."

Guidance counselors need to review and examine the goals of guidance and relate them to the needs of students. It is necessary to know what we wish to do as well as what needs to be done. Because elementary counselors are involved in a relatively new field, they have an even more special need to be able to explain what their role and goals are. In many cases they have to convince administrators and school boards that they are indeed essential faculty members. Gesler (1976) agrees with this when he points out that one of the main reasons that guidance and counseling programs

are being cut back is that counselors fail to adequately explain their programs to the school board. This results in the board having little understanding of the guidance department and the needs students have for counselor services.

By using a needs assessment survey we are allowing students to have some voice in determining what guidance services shall be offered. Heddesheimer (1975) reflects this when she states:

> "In order to be effective, an elementary school guidance program must be based on an understanding of the guidance needs and resources of the setting. Needs grow out of such elements as the developmental and situational needs and characteristics of the community, parental and staff expectations of the counselor, and characteristics of the school."

She goes on to present a model for program development which includes a needs assessment as the first step.

Similarly, the first step of Shaw's (1977) model is to perceive the need for program development through a needs study. Stafford (1972) also indicated that the needs of the persons to be served as well as the skills of the counselor should be considered when establishing goals for the elementary school counseling program. Assessing needs allows counselors to view the perceptions of students and compare them to perceptions of teachers, parents and administrators. Once the guidance needs are known, then specific objectives of the guidance program can be established and evaluation and accountability determined.

An additional potential for assessing student guidance needs is related to the rationale for hiring elementary school counselors in districts that do not presently employ them or where the justification for expanding an existing program is in order. Krumboltz (1974) indicated this by stating that such an approach will identify students with unmet needs, devise shortcuts for routine operations, argue for increased staffing to reach attainable goals, and request training for problems requiring new competencies.

School boards and administrators can be positively influenced to add elementary school counselors when presented with data generated from expressed student concerns which can best be met by a developmental guidance program.

Summary of Considerations in Assessing Student Needs and Program Planning

I. Who participates in a needs assessment survey?

1. Students in a building.
2. Levels of students (elementary, junior high, and senior high).
3. District wide use by all students.
4. Teachers, administrators and parents may also be included by using an appropriate survey for them.

II. Why conduct a needs assessment survey?

1. To provide rationale for hiring elementary school counselors in a district that does not currently employ them.
2. To help in setting priorities, planning and implementation of the guidance program.
3. For accountability in determining what counselors should do and how it should be done.
4. To evaluate the present effectiveness of the guidance program.
5. To plan for the following year; program, materials needed, testing to be done, services, etc.
6. To justify expansion of services, especially in light of the declining enrollment and shortage of money by school districts.
7. For articulation of the counselor's role to students, parents, administration, school board and community.

III. What questions can be answered by a needs assessment survey?

1. What are students' needs?
2. To what degree are these needs being met?
3. What are the most important priorities of the guidance department?
4. How can the program be changed or modified to meet the students' needs?
5. What are the teachers, administrators or parents feelings on the guidance services offered?

IV. Example of planning in a school guidance program

1. Identify goals of guidance for the school or district.

2. Examine the relationship of these goals with the goals of education for the school, and note the common and uncommon goals.

3. Determine the importance of each goal to the other goals.

4. Inventory the planned guidance activities carried on in the school or district in relation to each goal.

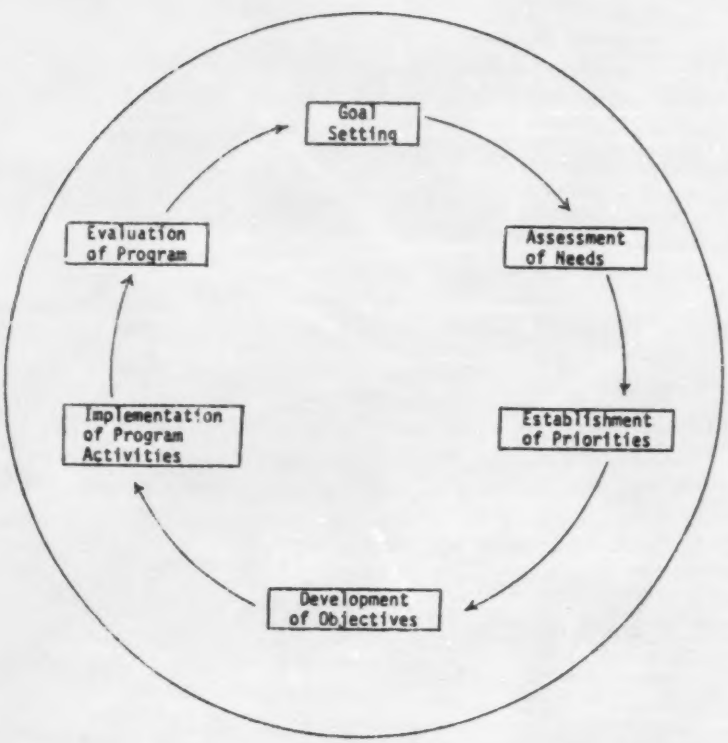
5. Establish priorities of what is to be accomplished and when.

6. Write the valued goals as operational objectives using the inventoried planning activities as the base.

7. Identify, select or construct appropriate instruments to measure how well objectives are being met.

8. Develop effective reporting procedures for the various groups served by the counselors (parents, teachers, students, administrators, etc.).

CONCEPTUAL PLANNING MODEL



Goal Setting

Prior to assessing needs it is important to set certain general program goals which will be the basis for further planning. In developing a needs assessment instrument, it is necessary to begin from some basic understanding about ways guidance and counseling programs can assist young people. For example, it is generally accepted that counselors help students in such areas as: self perception, interpersonal relationships, school concerns, family relations, career development, etc. These broad general goals should be continually examined and evaluated as counselors go through the process of program planning and development.

Assessment of Student Needs

Assessing needs is a method of gathering data which is useful in establishing priorities for the guidance program. It is a technique to be used in identifying the unique needs of students at any school. It is helpful in getting at the question of what the guidance department should be doing to help students.

Establishment of Priorities

Because of staff limitations, facilities, time, and budget considerations it is unlikely that all the assessed needs will be able to be met. Therefore, the next step in the conceptual model is to establish a priority listing of these identified needs as a focus for identifying guidance objectives.

Development of Objectives

After priorities have been selected, objectives or statements of desired outcomes should be developed. These staff-planned objectives should communicate what guidance personnel plan to accomplish in working with students.

Implementation of Program Activities

The activities that counselors develop and implement should reflect the outcomes stated in the objectives. These well planned activities are the heart of the guidance program for the elementary counselor and should be quite specific when

identified. Those activities that have proved successful in the past should be retained and innovation used to develop new program strategies.

Evaluation of the Guidance Program

Evaluation is an important step in this cyclical planning model for providing guidance services to students. Evaluating the various activities of the program aids in determining the degree to which the identified objectives have been achieved. In some situations it may simply be determining the frequency with which an activity occurs while in others it may involve more sophisticated data collection. Evaluation is an ongoing process and will typically bring about changes in goals, objectives, and activities.

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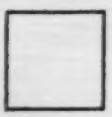
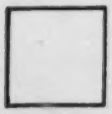
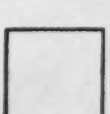
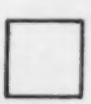
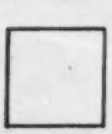
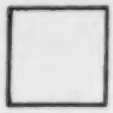
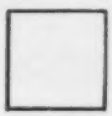
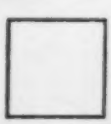
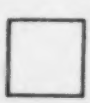
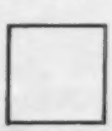
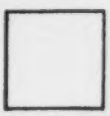
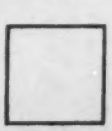
WHAT DO YOU THINK?

1. School is too strict.	I often think about this.	I sometimes think about this.	I never think about this.
2. I am afraid to talk in class in front of the other kids.	I often think about this.	I sometimes think about this.	I never think about this.
3. I think other boys and girls are better than me.	I often think about this.	I sometimes think about this.	I never think about this.
4. I wish I could tell others how I feel.	I often think about this.	I sometimes think about this.	I never think about this.
5. Other kids don't listen to me.	I often think about this. 	I sometimes think about this.	I never think about this.
6. I am afraid of failing in my school work.	I often think about this.	I sometimes think about this.	I never think about this.

7. I wish my parents understood me better.	I often think about this. 	I sometimes think about this.	I never think about this.
8. I often feel lonesome.	I often think about this.	I sometimes think about this.	I never think about this.
9. I wish I felt better about myself.	I often think about this.	I sometimes think about this.	I never think about this.
10. I wish I had more friends.	I often think about this.	I sometimes think about this.	I never think about this.
11. I feel like giving up in school.	I often think about this.	I sometimes think about this.	I never think about this.
12. I get in fights too often.	I often think about this.	I sometimes think about this.	I never think about this.
13. Other kids don't think that I am a good worker in school.	I often think about this. 	I sometimes think about this.	I never think about this.

14. I would like to change the way I look.	I often think about this.	I sometimes think about this.	I never think about this.
15. I would like to know why people get mad at me.	I often think about this.	I sometimes think about this.	I never think about this.
16. School is boring for me.	I often think about this.	I sometimes think about this.	I never think about this.
17. I think my parents are worried about me.	I often think about this.	I sometimes think about this.	I never think about this.
18. I don't like school very much.	I often think about this.	I sometimes think about this. 	I never think about this.
19. My feelings are too easily hurt.	I often think about this.	I sometimes think about this.	I never think about this.
20. I am afraid of making mistakes.	I often think about this. 	I sometimes think about this.	I never think about this.

21. I can't get along with my brother/ sister.	I often think about this. 	I sometimes think about this.	I never think about this.
22. I need to learn how to make friends.	I often think about this.	I sometimes think about this.	I never think about this.
23. Most kids are better liked than I am.	I often think about this.	I sometimes think about this.	I never think about this.
24. I am not doing as well in school as I can.	I often think about this. 	I sometimes think about this.	I never think about this.
25. I am afraid of making mistakes.	I often think about this.	I sometimes think about this.	I never think about this.
26. The kids in school pick on me.	I often think about this. 	I sometimes think about this. 	I never think about this.
27. I seldom have fun with my family.	I often think about this. 	I sometimes think about this.	I never think about this.

28. To me the thought of death is frightening.	I often think about this.	I sometimes think about this.	I never think about this.
29. My parents expect too much of me.	I often think about this.	I sometimes think about this.	I never think about this.
30. I wish my parents wouldn't get mad at me so much.	I often think about this. 	I sometimes think about this.	I never think about this.
31. School is never fun.	I often think about this.	I sometimes think about this.	I never think about this.
32. I'd like to be a better listener.	I often think about this.	I sometimes think about this.	I never think about this.
33. Other students are mean to me.	I often think about this.	I sometimes think about this.	I never think about this.
34. It bothers me that my parents are divorced.	I often think about this. 	I sometimes think about this.	I never think about this.

Name _____ Grade _____ Date _____

CONCERNS I HAVE

Please check the box that is most like how you feel about each item.

1. If it is a big concern or you worry about it a lot, check the first box.
2. If it is a medium concern, check the second box.
3. If it is a concern, but a little one, check the third box.
4. It it is not a concern for you, check the last box.

CONCERNS I HAVE	A big concern for me	Sometimes a concern for me	A small concern for me	Not a concern for me
1. I wish I would talk more in a group.				
2. Other boys and girls are better than me.				
3. Other kids don't listen to me.				
4. Other kids make fun of my school work.				
5. I often feel lonesome.				
6. I wish I could tell others how I feel.				
7. I am afraid of failing in my school work.				
8. I wish my parents understood me better.				
9. I wish I felt better about myself.				
10. I don't know what I want to do for a job or career.				
11. I wish I had more friends.				
12. I don't feel comfortable in my class.				
13. I worry about many things.				
14. It is hard for me to talk about my problems.				
15. I get in fights too often.				
16. Other kids in class don't think I am a good worker.				
17. It bothers me that my parents are divorced.				
18. I would like to change many things about myself.				
19. I need to know more about a job or career.				
20. Most people don't understand me.				
21. I am/was worried about going into junior high.				
22. I wish I were not so overweight/underweight. (Underline one if it is a problem.				
23. I wish I were not so tall/short. (Underline one if it is a problem.				

CONCERNS I HAVE	A big concern for me	Sometimes a concern for me	A small concern for me	Not a concern for me
24. I would like to know why people get mad at me.				
25. School is boring for me.				
26. I need to talk to someone about my family.				
27. I don't like being so clumsy and awkward.				
28. I'd like to be a better listener in school.				
29. I often feel like giving up in school.				
30. My feelings are too easily hurt.				
31. I am afraid of making mistakes.				
32. I need to know how to get a part time job when I'm older.				
33. I need to learn how to make friends.				
34. I wish my teachers were friendlier.				
35. I can't get along with my brother (sister).				
36. I wish I wouldn't take things that don't belong to me.				
37. I need to learn how to talk to other kids in a group.				
38. I am not doing as well in school as I can.				
39. Most kids are better liked than I am.				
40. I wish I could make better decisions.				
41. Other kids are often mean to me.				
42. School is never fun.				
43. I seldom have fun with my family.				
44. The thought of death upsets me very much.				
45. I would like to be more important to my family.				
46. Only having one parent bothers me.				
47. Other kids call me names.				
48. I want to chose a career that is very important.				
49. My family expects too much of me.				
50. I often get into fights.				

Name _____ Grade _____ Date _____

CONCERNS I HAVE

Please check the box that is most like how you feel about each item.

1. If it is a big concern or you worry about it a lot, check the first box.
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3. If it is a concern, but a little one, check the third box.
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